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ABSTRACT

GRADES OR AGES: Teacher interns. SUBJECT MATTER: Teaching culturally disadvantaged youth. ORGANIZATION AND PHYSICAL APPEARANCE: The seven course topics are listed, as well as an introduction, the course prerequisite, course requirements, and a list of basic textbooks. The guide includes eight instructional modules. OBJECTIVES AND ACTIVITIES: Operational and performance objectives are listed for each module. INSTRUCTIONAL MATERIALS: Lists of books, films, and tapes are included in each module. Writings by the author (reading requirements) are included in the appendix. STUDENT ASSESSMENT: No provision indicated. OPTIONS: Space is left for options, but none are listed. (PB)

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A MODULAR APPROACH

THE CULTURALLY DISADVANTAGED YOUTH

Urban Education Series
Delores P. Graham

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THE CULTURALLY DISADVANTAGED WORK

Delores P. Cirdan
Associate Professor of Education
University of Maryland
1971

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On the course

This course will be offered on a competency based (competency - based). You will find the objectives stated in terms of specific behaviors and competencies that must be demonstrated in the classroom and in written form. You must be familiar with the requirements for successful completion of the course and proceed in such steps in the manner which is most compatible with your learning style (using the alternatives suggested or any others that you prefer) and at a pace with which you feel comfortable. However, all requirements must be completed by the end of the semester (15 weeks). Whenever you feel that you have mastered the objectives, you should make arrangements with the instructor to demonstrate the same.

A pre-test may be administered and any student who can successfully complete all or any portion of it, may be exempted from the same.

The other two course requirements listed on page 2 must be met,however, by all students.

It is suggested that you read this syllabus carefully. The instructor will be available to answer questions which you may have.

[illegible]

A. [illegible]

[illegible]

III. [illegible]

1. [illegible]

2. [illegible]

3. [illegible]

[illegible]

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3. Schedule Small Group Discussion for:

    a) Readings

    b) Films

4. Student Options

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INSTRUCTIONAL MODULE #4

Operational Objective

This module is designed to focus on the importance of the teacher in the education of children from economically disadvantaged areas and to emphasize the need for "special" skills and competencies in order for the teacher to experience success.

Performance Objective

The student will identify eleven (11) competencies and attitudes which will enhance the chances for teacher success in an inner-city classroom.

Instructional Alternatives

1. Read:
   a) The Inner-City Classroom: Teacher Behaviors, by Kimball Wiles (Ed.), Charles E. Merrill, 1966.
   b) Teaching in the Slum School by Robert Strom, Charles E. Merrill, 1965.
   c) On the Outskirts of Hope by Helaine S. Dawson, McGraw-Hill, 1968, Ch.1-7
   d) Teaching in the Inner-City Stone & Schneider (Ed.), Crowell Co., 1970, Ch.11, 18, 19, 20, 21, 27.
   e) Teaching the Culturally Disadvantaged by Kenneth R. Johnson, SRA, 1970, Ch.5
   f) Dark Ghetto by Kenneth Clark, Harper Torchbook, 1967, Ch.6
   g) "What Kind of Teacher for the Culturally Deprived?" by John Diabol & Robert Hanson, Elementary School Journal, January, 1967, p.218-223.

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h) The Way It Spozed to Be by James Herndon, Simon & Schuster, 1968.

i) White Teacher in a Black School, by Robert Kendall, Regnery, 1964.

j) 36 Children by Herbert Kohl, New American Library, 1967.

k) Death at an Early Age by J. Kozol, Bantam Ed., 1967.

l) "Teacher Expectations for the Disadvantaged" by Rosenthal & Jacobson, Scientific America, April, 1968.

m) Teachers for our Big City Schools by Harry Rivlin, ADL

n) Educating the Culturally Disadvantaged Child by Crow and David McKay, 1966, Ch.4.

2. See: Filmstrip

a) "Teaching the Disadvantaged", NEA

3. Hear:

"Grier Tape" -

4. See: Films (3 weeks advance notice - Films must be ordered)

a) "The Way It Is"

b) "Hear Us, O Lord!"

c) "A Second Chance"

5. Schedule Small Group Discussion For:

a) Readings

b) Filmstrip

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INSTRUCTIONAL MODULE #5

Operational Objective

This module is designed to acquaint the student with the educational strengths as well as the educational weaknesses of economically disadvantaged children.

Performance Objectives

1. The student will list eleven (11) educational strengths and seven (7) educational weaknesses of educationally disadvantaged children.
2. Based on the strengths listed, the student will plan and outline a lesson which capitalizes on one or more of the strengths.

Instructional Alternatives

1. Read: a) Teaching in the Inner City by Stone and Schneider (Ed.), Crowell Co., 1970, Ch.13.

   b) On the Outskirts of Hope by Deleine Dawson, McGraw-Hill, 1968, Appendixes

   c) "The Culturally Deprived Child: A New View" by Frank Riessman, Programs for the Educationally Disadvantaged, U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1963, #17, Washington, D. C.

   d) Educating the Culturally Disadvantaged Child by Crow and Smythe, David McKay, 1966, Ch.5

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INSTRUCTIONAL MODULE #6

Terminal Objective

The purpose of this module is to familiarize the student with those learning styles which have been found to be common to many children from a poverty culture.

Performance Objective

The student will be able to identify seven (7) styles of learning commonly found in the literature which refer to children of a poverty culture.

Instructional Alternatives

1. Read: a) "Self-Concept and Learning Characteristics of the Disadvantaged" by Dolores P. Graham

   b) The Culturally Deprived Child by Frank Riessman, Harper & Row, 1962.

   c) Treating the Culturally Disadvantaged by Powell Johnson, Chs. 1970, Ch.3

   d) Educating the Culturally Disadvantaged Child by Crow and Smythe, David McKay, 1966, Ch.3

2. Hear Tape with Filmstrip:

   "Improving the Instruction of Culturally Different Learners", CSD

3. See Films: (3 weeks advance notice - Film must be ordered

   a) "The Way It Is"

   b) "A Second Chance"

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4. [illegible]

"Teaching the Environment" [illegible]

5. Student Options

[illegible]

- 36 -

[illegible]

Specific Objective

The purpose of this module is to aid [illegible] in providing [illegible] an approach to working with children who do not have [illegible] of standard English.

Performance Objective

The student will perform an approach for working standard English to children who do not speak standard English.

Instructional Procedures

1. Read: a) [illegible]

   b) [illegible]

   c) [illegible]

   d) [illegible]

   e) "Language Experiences in the Kindergarten" by [illegible]

2. Role Play:

   "Witness Test"

3. Student Survey

[illegible]

[illegible]

[illegible]

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While there is a danger of equating certain ethnic groups with specific social problems, it is important to face the fact that a disproportionately large number of disadvantaged students who are performing well below grade level are members of ethnic minority groups. There are many reasons why this is so, but one major reason is that many of these children have learned to dislike themselves.

The outlook of the minority group student is often a reflection of how he perceives society's perception of himself. To him society appears unconcerned. A sense of exclusion is perhaps his greatest obstacle to successful adjustment. It frustrates the growth of civic responsibility and generates indifference and hopelessness. Too many encounters with society continually tell him that he is disliked and inferior. Evaluating himself by the way others react to him, he may be unwilling to express his opinion of himself honestly, but he can act only in terms of his own opinion of himself.

In order to effect any lasting behavioral change on the part of these students, educators (professional and paraprofessional) in urban school systems must make a major effort to help unsuccessful students, particularly those who are members of minority groups, to improve their self-concepts.

DEVELOPMENT OF THE SELF-CONCEPT

The Home

As soon as a child becomes aware of himself, he begins to search for answers to questions like: Who am I? What am I like? How do I fit into the world? He learns who he is, and what he is like, and what other people think of people like him mainly by observing how other people react to him.

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A child's first contact with the outside world is with his parents or guardians. He begins very early to get clues to his self-worth from them. A child who is shown that he is loved, wanted, respected as a person in his own right, begins to see himself as a worthwhile person and consequently forms a self-concept which is mainly positive. If, on the other hand, his parents do not show that they love him, or want him, or have any interest in him as a person in his own right, he begins to form a self-image which is mainly negative.

The most constant element in the environment of the disadvantaged is poverty. Most youngsters who grow up in depressed areas are exposed very early in life to the stresses of economic insufficiency and family disruption. The home life reported in many case studies is one of constant bickering and fighting. As has been stated earlier, children are often left with grandparents, other relatives, or foster parents because of death, illness, or desertion. They learn to fend for themselves very early - to look after themselves when the parents have to be out of the house, to amuse themselves, and to set their schedules of eating and sleeping.

Human nature, to the disadvantaged, is often seen as essentially bad, destructive, and immoral. Children are thought of as inherently bad because that is the nature of things. Consequently, in the identity development of children they are constantly exposed to such labeling by their parents. In this way they learn their culture's conception of being in the world, a conception that emphasizes inherent evil in a chaotic, hostile, destructive world. One can see that these youngsters have few experiences with stability, warmth, and attention,

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It would be very difficult indeed for a positive self-concept to emerge from this type of home environment.

The Neighborhood

Additional clues to self-worth are provided when the child ventures outside the home. As he meets other adults: policemen, storekeepers, and other "powerful" people, he is told through countless messages what they think of people like him. The disadvantaged child learns that he has few resources to call upon to protect himself or his rights. He feels looked down upon and scapegoated. Any contact with others carries the constant threat of slights, insults, or indifference. All of this is compounded, of course, if the youngster happens to be a member of an ethnic minority group.

The School

The school is second only to the home as an institution which determines the growing child's concept of himself. School life is very heavily invested with success and failure, pride and shame. All of the teacher's relationships with pupils, his feelings toward them, his judgments passed on to them, the ways in which reward and punishment, praise and blame are meted, have a tremendous bearing on the self-images formed. While the school cannot be blamed entirely for negative images formed, in far too many instances it has served to reinforce negative images which have begun their formation earlier. If we expect to get desirable behavior from these youngsters, we must reverse this trend. The school should be an effective instrument for positive change; behavioral change is the business of the school.

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IMPROVEMENT OF THE SELF-CONCEPT

Like all attitudes, one's attitude toward himself can be "unlearned" or replaced. Since a positive self-image is necessary if a child is to profit from school, the value of efforts made in this direction is obvious. This is the logical starting place for any program of action to improve the education of the disadvantaged.

The Role of the Teacher

The foremost quality needed by any teacher, but especially a teacher of disadvantaged children, is respect for his pupils. While this may sound like a platitude, it is, nevertheless, one with which we must come to grips. As educators we must be willing to search ourselves and analyze our biases, stereotypes, and prejudices. Unless we can personally deal with the area of prejudices, we cannot hope to effect any appreciable amount of change. This is not a simple thing to deal with, and there is the tendency to deny the existence of prejudices on our parts when we think of the disadvantaged child. Having grown up in middle-class, it would be a miracle indeed if we did not harbor prejudices based on race and class. This is as true of middle-class non-whites as of white educators.

If a child senses that he has a chance for success, he is motivated to try, and the respect of his teacher can give him that sense. True respect manifests itself through persistent confidence in the child's ability to learn. We must be certain that we do not truly believe that this child is innately inferior. It goes without saying that if we are convinced that a child cannot learn, we teach in such a way that he will not learn, and following the self-fulfilling prophecy, he does not learn. What the teacher expects and does not expect of a student will ultimately determine his performance level.

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Models

Educators have long been aware of the fact that models are basic to the educative process. The teacher and teacher-aide are in a unique position to become effective models and an inspiration since it is with them that the child has the most constant contact. Teachers of the disadvantaged must be willing and capable of serving as desirable models. One cannot be a model, however, unless he is a person with whom the child can identify. In order for this identification to take place the child must respect his teacher and teacher-aide. Respect for the pupil is the prerequisite for pupil respect for the school personnel. Adults must be willing to say in essence, "Do as I do," remembering that all children learn much more by what they see than by what they hear.

Stewart[2] has suggested the following as specific things which a teacher or teacher-aide can do to build positive self-concepts.

1. Learn each child's name and the correct pronunciation as soon as possible.
2. Treat each child courteously. Say "please," "thank you," etc.
3. Record the pupil's birthdays for the month on the board.
4. Send cards and have the class send cards on birthdays or when there is illness or misfortune.
5. Reserve space on the bulletin board for each child to place his best work of the week.
6. Give praise for jobs well done inside and outside the school.
7. Use role-playing frequently to get verbalization of frustrations as well as accomplishments.

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[2]Stewart, Charles E., "Human Interaction: A Source of Affective Learnings," Educational Leadership, April, 1965, p. 691.

The school program should also render the much needed service of bringing students into contact with desirable models from their own particular ethnic group. In order to believe that one can be successful in a given area, one needs to see that others like himself have been successful in that area. People who can show that school achievement "pays off" should be located and invited to speak to classes and assemblies. Pictures of others could be continuously on display. Persons of exceptional accomplishments should be included for students of exceptional ability to emulate, but it is possible that they may not be as useful a guide to the average youngster as those individuals not too different from themselves who have risen one or two rungs on the economic ladders. Therefore, some models should be sought among those working in skilled trades, business offices, government, and other less glamorous occupations. The teacher-aide most certainly can be a positive model, especially if she has come from a background similar to the children's environment.

Teaching Materials

Teaching materials have been shown to exert a strong impact on a child's perception of himself. The image that a person has of himself depends in part on what is taught and in part on how it is taught. A child who is a member of a minority group needs continued opportunities to see himself and his ethnic group in a realistically positive light. Our teaching materials have traditionally given all children a distorted view of the society in which they live. Allport[3] notes:

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[3]Allport, Gordon, The Nature of Prejudice, Reading, Mass., Addison-Wesley Pub., 1954, p. 142.

[illegible]

[illegible] and even rights that you have long, a simple child of school, especially to read and talk [illegible]? Suppose this opinion were [illegible] by the majority of your fellow citizens. And suppose nothing you could do could change this opinion?"[1]

Reading materials and visual aids should also take account the backgrounds of the children who will use them. Special attention to the history, cultures, and contributions of these groups can foster self-respect, increase interest, and a sense of identification with the school. In order to be meaningful, this process must be an on-going part of the regular curriculum, not something to which attention is given one week of the school year.

School Curriculum

"The modern public school does have the ability to accomplish what was not valid for all children. The nature of the teacher, content of the programs, and the very purpose of the schooling may be appropriate for middle class children but are for disadvantaged children. It should come as academic or practical given that the child regards or perceives to be like or has been like to do so, ending succession of failures, he is likely to learn at the first opportunity."[2]

Opportunities for successful experiences must be made for the disadvantaged child within the school setting. The child has a history of school failure and he eventually escape trying. Success for him may require change in teaching methods techniques, and materials which are unrelated with the world and his style of

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[1]Educational Policies Commission, [illegible] (Washington, D.C., 1966), p. 10.

[illegible]

[illegible]

9. [illegible]

[illegible]

10. [illegible]

[illegible]

11. [illegible]

[illegible]

12. [illegible]

[illegible]

13. [illegible]

[illegible]

14. [illegible]

[illegible]

[illegible]

[illegible]

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9. <u>The hall of fame</u>

   a. Involve school and community.
   Have people come back who were raised in the neighborhood who went out and made good.
   Negro History Hall of Fame
   Musicians Hall of Fame

10. Have a ½ hour released time during the day at which time your children may choose to do something of particular interest to them.
   This gives you a chance to observe their actions and behavior patterns. Also the children need this release.

All of the suggested activities are designed to say to the pupil: you are an important person -- a respected person.

A person acts, and can only act, in terms of the view that he holds of himself.

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Delores P. Graham

Let us deal with who am I? How does anyone of us determine his identity? Psychologists say that as soon as we are aware of our existence we begin looking for answers to the questions: Whom am I? What am I like? How do I fit into the world? We learn who we are; we get clues by observing how other people react to us. Our first contact with the outside world comes through members of the family.

A child who is shown that he is loved, wanted, respected as a person in his own right, begins to view himself as lovable, respectable, worthwhile. In other words, he begins to see himself in a positive light. On the other hand, a child who is not shown love, attention, respect, begins to see himself in a negative fashion. He believes that there is something wrong with him.

The economically disadvantaged youth is a case in point: According to the research this child most often begins his identity formation in an environment in which there is too little of everything: food, clothing, shelter, love, attention, affection, security. The most constant element in his environment is not enough - poverty.

He frequently lives with one parent, or no parent. He may be sent to live with a grandmother, aunt, uncle, cousin, or a foster parent. Studies abound with cases of this child who lives in a home where there is constant bickering or fighting, illness, desertion, or his being blamed for the condition of the parents.

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He may be left alone much of the time. He learns very early to fend for himself -- to set his own schedule for eating and sleeping. This child learns through his experiences that he is not very worthwhile: not deserving of the physical, emotional, psychological comforts of his more advantaged counterpart.

When the child ventures outside the home, he gets additional clues to his self-worth from other people whom he meets. --- other children, storekeepers, policement, etc. They tell him in many, many ways what they think of people like him.

Let us get to the black minority group child. Perhaps the single most important event in his life is the recognition of his blackness with all the implications of that fact. The realization may come as a mild awareness that is taken in stride, or it may come as a rude shock that results in trauma; but whatever the circumstances a new understanding of the self influences that the child's every thought and emotion from that day forth. He sees the world and himself through different eyes, from a different perspective.

He learns very early that the desirable, the admirable, the acceptable is white. He is told in many, many, many ways that people like him are not very important, they never have been, and never will be. He learns that Black means: dark, soiled, dirty, dismal, gloomy, threatening, sullen, evil, wicked (Webster's School Dictionary). Everything negative.

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This child knows this by age 3. Studies show that black children show a preference for white at that young age. He has already begun to reject his body image.

What about the effect of the Black Movement?? We will get to that later. We can say here, though, that 300 years of being told that black is ugly cannot be erased in 3 - 5 years by telling oneself that black is beautiful.

Our black child then enters school and he gets more clues to his self-worth. It has been shown that school is second only to the home in the formation of self-concept. School is heavily vested with success and failure, reward and punishment. The black economically disadvantaged child enters a school which was never charged with the responsibility of educating him, which, until very recently did not admit his existence. This child experiences failure from day one.

Here is an institution which demands what he cannot produce. He has not had the experiences which the traditional school requires in order to be successful.

Again, he is told that he is not worthwhile. He cannot learn. He is bad because he cannot sit still and pay attention to long periods of verbal learning. He cannot speak the acceptable language. He does not know how to use scissors. He does not know the names of objects -- all of which he should know!

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This child stays in school and experiences one succession of failures after another. As soon as he can legally do so, he leaves, dominated by feelings of:

1. Failure -- He feels that he always has been and always will be a failure. He remembers the childhood fights in which he was the loser, the jobs that he tried to get and failed, the attempts to participate in school sports and failed, etc., etc., etc. He sees his parents as failures -- the jobs they hold, the town they live in.

2. Hopelessness -- He sees no way out. The educational system has failed to provide him with marketable skills.

3. Alienation -- Nothing belongs to him. He does not belong to the larger society. What has he to lose?

4. Victimized -- He sees himself as being placed in the capacity of second-class citizenship -- Scapegoated -- Taken advantage of.

A person acts in accordance with the concept that he holds of self. As Grier and Cobbs state in Black Rage:

> A life is an eternity and throughout all that eternity a black child has breathed the foul air of cruelty. He has grown up to find that his spirit was crushed before he knew that there was need of it. His ambitions, even in their forming showed him to have set his hand against his own. This is the desolation of black life in America.

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Is it any wonder that black youth are enraged? Let me hasten to add that this is also true of black whites. Anyone who allows himself to believe that the black revolution is constructed by youth is deceived.

Nevertheless, a few years ago a man who called himself Malcolm X, after a life of poverty, crime, and finally a spiritual awakening, walked the streets of this nation and dared to lift his head and assert his black manhood. A few years later, Stokely Carmichael and Rudolph Carmichael dared to coin the expression " Black Power " in the state of Mississippi, and still later, a group of young blacks in Oakland, California, dared to arm themselves and patrol the streets (for the liberation of black people), calling themselves Black Panthers.

This brought on what we are refer to as the Black Revolution. The black child who grew up under the adverse conditions mentioned earlier, as well as other black youth felt black people are bound together by their blackness) began looking at themselves and their world in a different light.

1. Black youth today are determined not to suffer the indignities that their parents suffered without striking back. (Awareness of manhood. So we respect those who allow themselves to be involved without striking back?)
2. The young blacks are determined to change the connotations of the word black. (Hence, the Black is beautiful slogan). This does not mean that white = ugly.
3. Black youth are realizing that the constitutions of black americans

to give them rightful place in the history of this country.
(Every other group has used the history, why not Blacks?)

4. Blacks are teaching that Black children be prepared to use whatever marketable skills, as they possess to best prosper.
(That's like what white parents do?)

5. Black youth are teaching that the discipline they receive is relevant to their lives. (They believe that they will survive live in a black community. They want to develop that community.

6. Black youth are instilling more and tight pride in positives traditionally held by white folk. (Whites have been taught to whites. Blacks need pride, too.)

7. Black youths are instilling that Blacks no longer have the option to shatter or not as have an integrated society. Separation. Now is an different from what it has been.

Now we might with one or all of these points, but the fact remains that this is the way it is!
All of this is taking them to the extent the classical!
There is no go from here! We know!!

For white America to understand the life of the black, it must recognize that no such idea has passed all it tries has happen. The overriding experience of the black American has been grief and sorrow and as one can change that fact.

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible] [

[illegible]

(2)

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

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DISCIPLINE IN THE INNER-CITY CLASSROOM

Delores P. Graham

The aspect of teaching in the inner-city school which is most disturbing to teachers, teacher-aides, and prospective teachers is discipline. Many teachers and would-be teachers believe that they will be required to spend most of their time dealing with disciplinary situations. The literature attests to the fact that many teachers in inner-city schools think of themselves not as professional educators, but as monitors --- acting in a capacity of maintaining control. This is indeed unfortunate, but it may be very true, depending upon the individual involved.

If we define discipline as the climate in which learning takes place, then it becomes obvious that discipline is a necessary part of any teaching situation, but it should under no condition constitute the major part. Indeed, all teachers are concerned with discipline. What, then, is the difference between discipline in an inner-city school and discipline in a suburban school? Perhaps the major difference lies in the expectations of the school in lieu of the differing experiences which these two groups of children bring to school.

The suburban child comes to school expecting to learn the traditional things which our schools teach. He has been prepared by his home to expect the teacher to help him learn. Furthermore, he has been exposed to experiences in the home which equip him to deal with the demands of the school. His behavior, for the most part, is consistent with the demands made upon him.

On the other hand, the urban or inner-city child simply comes to school. He has attained five or six chronological years and the law states that he must

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attend school. He has had no preparation for what he will be expected to do, but he has been admonished to "be good." What does it mean to "be good?" What constitutes good in his neighborhood is certainly not what constitutes good in school. He has not been taught that acceptable school behavior is not the behavior which he has grown up around or the behavior which he has acquired in his environment.

The inner-city child finds that the classroom is a strange environment. He sees and hears very little which is meaningful to him. Even the language of the teacher and teacher-aide is foreign. But he is expected to assume the ways of a strange culture and learn in the process. When this does not take place, he is punished in varying ways.

We are suggesting that urban schools have to deal with discipline to a greater degree than suburban schools because urban schools make unrealistic demands upon their children. Are we saying that certain standards of behavior should not be demanded in urban schools? Most emphatically not! We are saying, however, that we must be aware of the cultural differences and be governed accordingly. We must be familiar with the child's cultural milieu and, therefore, not be shocked or horrified at certain modes of behavior or take such drastic measures at every infraction of our rules. We cannot condone unacceptable behavior, but we can learn to deal with it realistically while working to bring about change.

The inner-city child has lived with physical aggression. Bravery, fearlessness, toughness, defying authority, etc., have formed the basis for his prestige in the world as he knows it, and he will exhibit this type of behavior in the class-

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room more frequently than a suburban child. While this behavior cannot be approved, it will not be altered simply by a referral to the principal's office. If behavioral change does not result from certain measures taken, then it appears that these measures are ineffective. Effective methods must be found for dealing with aggression in each classroom.

In most instances, this child has been forced by his environment to grow up faster than his suburban counterpart. Having had to fend for himself since early childhood, he often acts like an adult in many ways. It is not unusual to find nine or ten-year olds who smoke, or even six or seven-year olds who use very "colorful" language. Due to crowded living conditions, this child may have seen and/or experienced things which are not familiar to his middle-class peers.

Discipline problems are often created by the very people who must later deal with them. By their manner of speaking and working with these youngsters, teachers may create situations which cause them difficulty. Why is it that in so many inner-city schools, most office referrals come from the same teacher? Can it be logically assumed that year after year these teachers get all of the problem children in the school? This seems rather doubtful. It appears that something wrong is taking place inside those classrooms. This is not to indicate that teachers are deliberately or knowingly creating these situations. We rather suspect that in desperation and frustration teachers are grasping for methods of coping with a situation for which they are totally unprepared. These teachers are as disadvantaged in this area as the children whom they are trying to teach.

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We have emphasized the importance of knowing the culture of the child. This child has been studied and described in the literature by practically everyone in education, sociology, psychology, etc. Teachers state that the child had been adequately described. Few, however, take these studies, descriptions, and prescriptions into consideration inside the walls of the classroom. How easily and quickly we forget what we know about the child once we are confronted with him. Most teachers have difficulty in making their behavior compatible with what is known about the child.

Minimizing Discipline Problems

From our discussion to this point it should be clear that our objective in the classroom is seeking methods of diminishing discipline problems and emphasizing a positive approach in working with the inner-city child.

The following suggestions are offered as guidelines:

1. The first days and weeks of school are extremely important in setting the tone for the entire year. It is during this period that procedures for such things as pencil-sharpening, line passing, getting materials, etc., are established. Consistency of action on these procedures will determine who controls the classroom. It may be necessary to review acceptable behavior patterns repeatedly during this period, but this must be done. Once the procedure has been established, the classroom can operate in an orderly fashion.

2. Careful, thorough planning is a must! Every minute of the day must be carefully and meaningfully planned. Most problems arise when children are idle. Sometimes this idleness will be due to assignments which are frustrating because they are too difficult. At other times assignments may be too brief or too easy. Care should be taken to assure situations that are not too difficult nor too easy. Thought should be given to meaningful activity to be used as follow-up for those students who complete assignments before the remainder of the class. If individualized instruction is the order of the day, then this does not pose a problem.

3. Establish only a few rules at first. Consistency of action is very important, and it is very difficult to enforce a great number of rules fairly and consistently. Never "promise" anything which you cannot or will not enforce.

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If this happens, children soon learn that you do not mean what you say, and they will pay no attention to your "promises."

9. Make the classroom program interesting and meaningful. Utilize what is known about the learning style of these children as well as methods and materials to which they are responsive. Many discipline problems are the result of activities in the classroom which children consider meaningless. Avoid using academic work for punishment.

5. Build success for pupils into the program. Success in school is something which most of these children have had too little of. Successful pupils are rarely major discipline problems. Learn to recognize and provide for individual differences among pupils. Try to insure at least one successful experience for each pupil each day.

6. Present the children with a model of desirable behavior. Do not demand anything of them which you are unwilling to do. Children learn by example. Politeness, fairness, honesty should begin with the adult(s) in the classroom.

7. Remember what it is like to be a student. Some classroom activities invite activity and talking. Do not expect perfect quiet at all times.

8. Use a calm, dignified manner. Noise is a constant element in the environment of these children, and they have developed the skill of "tuning it out." Yelling and screaming by the classroom teacher or teacher-aide is a most ineffective method of discipline. When the voice must be raised, be certain that it is meaningful to the children. This can be true only if used infrequently.

9. Avoid making an issue of everything. Try to avoid "seeing" and "hearing" everything. One cannot possibly deal successfully with every incident in the classroom. Learn to differentiate between important and unimportant incidents.

10. Avoid backing children against an immovable wall. Remember that peer group relations are much more important to these children than their relationship with adults. Avoid forcing them into situations where they have to choose between you, the adult, and saving face before their peers. They will invariably save face no matter what the consequences.

11. Show concern for the children and their problems. It is obvious that one must know and understand the children with whom he is working before concern can be shown. There must be a knowledge of the home and neighborhood as well as the children themselves. These youngsters are extremely sensitive and perceptive of people around them, so concern must be genuine.

12. Try to avoid losing your temper. Under no condition should the classroom adult allow himself to stand before the group and bicker with a child. The